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Learning Literature Using 4M Methods as an Effort to Increase Reading Interest of Elementary School

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ABSTRACTS

Indonesia has implemented online learning in the past 2 years as an effort to minimize the transmission of the Covid-19 virus. The purpose of this study is to determine and measure reading literacy skills by providing treatment which is expected to increase reading interest in school students. The implementation of this community service program is expected to increase student interest in learning and be able to help facilitate teachers and parents in guiding and assisting children in online learning. Included in literacy learning using the 4M method as an effort to increase student interest in reading in elementary schools with inclusive education is carried out online. The method in this study uses quantitative methods. The results showed that there are still many elementary school students who do not know and understand literacy learning using the 4M method. Students' understanding of literacy learning using the 4M method can be improved by providing material through learning videos that can be accessed on YouTube provided by educators. The results showed that the average post-test score of students was 87.0% greater than the average pre-test score of 47.75% with a difference of 39.25%. Therefore, core competencies can increase students' interest in reading literacy.

ARTICLE INFO

1. INTRODUCTION

Literacy learning in the Indonesian primary school curriculum is known as learning to read and write. The literacy ability of elementary school students is considered low. The low literacy level of elementary school students is because literacy learning does not get an adequate portion of time considering the many subjects that students have to complete every day (Nurdiyanti & Suryanto, 2010). The 4M method is one of the new methods in literacy education as an effort to increase the reading interest of elementary school students. Interest can arise because of something that makes someone pay attention or be interested in reading (Nursalina & Budiningsih, 2014) Interest in reading grows from each student, so to increase interest in reading, it is necessary to be aware of each individual (Elendiana, 2020).

Literacy skills, especially reading, can be used as weapons to face global challenges. Efforts to increase reading interest need to be familiarized from the beginning of learning so that students can understand the meaning of the contents of written texts that have been read (Elendiana, 2020). The factors that influence students' reading interest are internal factors (feelings, attention, and motivation) (Ruslan & Wibayanti, 2019). The ability to read plays a very important role in an effort to improve thinking skills. By reading, the insight is wider, with broad insight, the way of thinking will develop well and the level of reading ability will be higher (Friantary, 2019). As in previous studies related to the effectiveness of literacy culture in the study entitled "The Effectiveness of Literacy Culture at SDN 3 Banjar Jawa to Increase Reading Interest", there are several positive impacts for students with the literacy culture, namely: students become accustomed to reading; arouse students' self-confidence; students are motivated to read; students recognize various stories; increase students' insight; foster students' interest in reading; students are more motivated to develop their storytelling skills; students find it easier to convey the contents of the discourse; students obtain new information that has not been known; students have a culture of reading and writing (Dewantara, 2017). The next research related to the literacy movement is research using pop up books as a medium in an effort to build a literacy culture. From the research, it was revealed that literacy learning using pop up books made a positive contribution to students' literacy learning while building a literacy culture to develop creativity, increase knowledge, stimulate imagination, and foster a love of reading (Wulanjani & Anggraeni, 2019). From the two previous studies, it can be concluded that by implementing appropriate activities in literacy learning as an effort to increase students' reading interest, it can have a positive impact on students, especially related to literacy culture in schools.

Based on previous studies, there has been no research that discusses the 4M method as a method in learning literacy in order to increase reading interest in elementary school students. Therefore, the authors conducted research with the aim of improving reading literacy skills in the implementation of 4M through learning media. This study uses a quantitative approach using a pre-experimental method in the form of a one group pre-test post-test design. The results of the next study were processed using descriptive statistics and compared the results of the average pre-test scores with the average post-test scores. The results showed an increase in the average value after being given treatment in the form of material in the learning video.

2. THEORETICAL FRAMEWORK

Literacy is broadly defined as language ability which includes listening, speaking, reading, and writing skills, as well as thinking skills which are elements in it (Padmadewi *et al.,* 2018). Basic literacy, including reading literacy, should be instilled since elementary education (Ristanto *et al.,* 2017). Reading is an interactive activity to pick and understand the meaning or meaning contained in the written material. Reading is beneficial for students in achieving their achievements based on internal interests so that everything they do works well and smoothly (Nursalina & Budiningsih, 2014). The setting of reading goals must meet 2 conditions, namely (1) using clear and precise requirements about what to pay attention to and looking for when someone is reading, and (2) providing an easy-to-understand description of what a person should be able to do after reading (Patiung , 2016). Reading requires various conditions and situations that can support reading activities, and in reading one must actively choose and determine what the readers need, and the most important thing is what to read (Saleh, 2014).

Seeing from some of the reading concepts that have been described, it is clear that reading is an activity and language skill that is important to be mastered by everyone. Not surprisingly, reading is used as the heart of education and the foundation for understanding science. Through reading, a person can have a broad way of thinking so that he is able to connect every detail of the problems encountered to find the right solution (Muhammad *et al.,* 2019). There are so many benefits that can be taken from reading habits, here are some of the benefits of reading habits, including:
(i) Can increase vocabulary
(ii) As an opportunity to gain knowledge and certain information that is very useful for life.
(iii) Knowing and recognizing certain events in the civilization and culture of a nation.
(iv) Sharpen memory skills
(v) Gaining knowledge of solving various life problems
(vi) Can lead someone to be a smart and intelligent person.
Seeing the benefits of reading that have been described, it is clear that reading is an activity and language skill that is important to be mastered by everyone. Not surprisingly, reading is used as the heart of education and the foundation for understanding science.

3. METHOD

This real work lecture activity in community service in 2021 was carried out at one of the schools in Bandung Regency, namely SDIT Damar Mas, Bandung Regency, Indonesia. The type of research method used is quantitative research with a pre-experimental design method (one group pre-test post-test). A quantitative approach is carried out to find out whether there is a correlation or influence of the independent variable on the dependent variable (Mulyadi, 2011). The study used the pre-experimental method, meaning that the assessment was carried out to measure students' abilities by giving pre-test and post-test to measure students' conceptual mastery before treatment and post-test to measure concept mastery after implementation (Yuliana & Taiyeb, 2017).

Data collection techniques in this study used data collection techniques in the form of pre-test and post-test questionnaires containing ten questions distributed online via google form to determine student mastery and views on the material "Learning Literacy Using the 4M Method as an Effort to Increase Reading Interest Elementary School Students". The population in this study were third grade elementary school students, with the samples used in this study were 10 third grade elementary school students consisting of 6 female

students and 4 male students. This research was carried out in 3 stages, namely the pretest stage before the material was delivered, the material delivery stage, and the posttest stage after the material was delivered to determine the extent to which students understood the material that had been delivered. The resulting data will then be obtained and processed so that the data can be compared the results so that conclusions can be drawn.

4. RESULTS AND DISCUSSION
4.1. Demography

This research was conducted in elementary schools. The first step we took in this study was to conduct a survey to the school directly by asking some questions related to the school and the condition of students to the principal, then we selected a population of fourth grade elementary school students with 10 students as subjects in this study consisting of 6 people. women and 4 men.

Among ten students, seven students consisting of five girls and two boys are known to be able to understand a material quickly, while the other three students still have to be guided by their parents in understanding the material given. But overall, the ten students were able to read even though in reading they had not applied good and correct reading methods. In addition, the ten students overall were more interested in reading non-lesson books than reading textbooks. In the aspect of communication, students are able to communicate well. Based on what I observed in this online learning, students' motivation towards reading tends to decrease further as one of the consequences of distance learning during the pandemic.

4.2. Phenomena in Learning Process

In this learning process is divided into three stages consisting of several processes as follows:

(i) The first stage, students are given an understanding of the instructions for using the google form through the Zoom Meeting application with the aim that students are able to fill out a questionnaire in the form of a google form that will be given. After students understand how to use it, a pre-test question containing ten questions is made via a google form which is distributed via WhatsApp.

(ii) In the second stage after the pre-test was distributed, students began to be given treatment in the form of understanding the material through power-points in the form of videos that could be accessed through social media youtube.

(iii) In the third stage after the treatment was carried out, students were instructed to fill out a questionnaire in the form of a post-test with ten questions that were the same as the previous questions. In this third stage, it aims to measure students' understanding and knowledge regarding the material that has been given, as well as so that we are able to determine the effectiveness of the treatment that has been given.

(iv) In the last stage, an evaluation of the previous stages is carried out. Evaluation is very important to know things that can build on further learning.

4.3. Pre-test and Post-test Results

Learning activities at all levels of education including elementary school education in this study were carried out online. Learning tools and media used are through zoom meetings, and Google forms. Next we introduce Google Forms and how to use them through Zoom Meeting. After introducing it, we started distributing questionnaires online through a Google form which was distributed to students through the WhatsApp group that we had

previously created. The distribution of the online questionnaire was carried out with the aim of knowing the extent of students' understanding of literacy learning through 4M methods**.**

Table 1 explain the questions posed in the pre-test and post-test questionnaires. The first questionnaire we created was a pre-test questionnaire. Questionnaires were created and distributed to fifth grade elementary school students, which aims to determine the extent of understanding of the material that we will provide, by answering 10 questions. After that, the treatment we will do is provide material about literacy learning using the 4M method using power point media which is presented in video form and can be accessed on YouTube social media. After doing the treatment, we then redistributed the google form which contained a questionnaire with the same ten questions, namely in the form of a post-test to students with the aim of understanding the material that we previously conveyed through learning videos.

Table 1. Student Pre-test and Post-test Results.

Number	Question	Pre-test	Post-test	Gain
1	Do you fully understand about literacy learning?	52.5%	85.0%	32.5%
2	Do you understand that literacy plays an important role in learning?	45.0%	90.0%	45.0%
3	What is your understanding of the relationship between literacy and reading interest?	50.0%	87.5%	37.5%
4	Do you understand the importance of reading culture for students?	40.0%	80.0%	40.0%
5	Do you know the importance of self-motivation to interest in reading in students?	47.5%	82.5%	35.0%
6	Do you know the importance of understanding the book you read every time?	45.0%	85%	40.0%
7	Do you think that some of the methods applied in literacy learning can be effective?	47.5%	80%	32.5%
8	Do you understand the 4M method (selecting, recognizing, discussing, and creating) as a new method in literacy learning?	42.5%	97.5%	55.0%
9	Do you understand the function and purpose of the 4M method for literacy learning?	52.5%	82.5%	30.0%
10	Do you understand and can implement the 4M method in learning reading literacy for fun?	55.0%	100.0%	45.0%

The results show several statements, including:

(i) In question number one, it can be seen that the increase in results by 32.5% after the material on literacy learning is given.

(ii) Question number two showed an increase of 45.0% when the material about the importance of literacy learning was given.

(iii) For questions on question number three, the results increased by 37.5% after being given material on the relationship between literacy and reading interest.

(iv) In question number four, it can be seen that there is a significant increase of 40.0% when the material on the importance of reading culture is given.

(v) For questions on question number five, the results increased by 35.0% after being given the material of the importance of self-motivation for reading interest in students.

(vi) In question number six it can be seen that the increase in results by 40.0% after the material about the importance of understanding books in reading is given.

(vii) Question number seven shows an increase of 32.5% when the material about effectiveness of the methods applied in literacy learning is given.

(viii) In question number eight, it can be seen a significant increase from the other questions, namely 55.0% when the 4M method material (selecting and recognizing books, discussing book themes, and creating works) as one of the new methods in literacy learning is given.

(ix) For the questions on question number nine the results increased by 30.0% after being given the function and objectives of the 4M method of literacy learning

(x) In question number ten, it can be seen that there is an increase in results of 45.0% after the material on the 4M method in learning reading literacy for reading pleasure is given.

4.4. Discussion

The graph shows that students' knowledge of literacy learning using the 4M method as an effort to increase students' reading interest in elementary schools when given a pre-test is 47.75%. After students were given material in the form of learning videos accessed through social media YouTube, students' knowledge and understanding increased by 87.0%. Based on these results, it can be seen that there is an increase in students' understanding of 39.25%. The increase in knowledge is because students have studied the material presented through learning videos followed by their respective practices. It can be seen that one of the successes of learning is as the media provided is in accordance with the target character. In the current era of globalization, there are many technologies that can be used as learning media. Especially in pandemic conditions like today, more and more technology can support online learning using the internet. The internet has been integrated into a tool that is used to complement learning activities (Martins, 2015).

4. CONCLUSION

The conclusion of this study is that there are not a few students who do not understand literacy learning in order to increase the reading interest of elementary school students. It can be seen that the research results in this study showed that the average post-test score of students increased by 39.25% after being given an understanding of the material in the learning videos provided. Therefore, it can improve students' reading literacy. Students' understanding of the material "Learning Literacy Using the 4M Method as an Effort to Increase Reading Interest of Elementary School Students" can be improved by delivering material through learning videos and continued with their respective practices. Students' understanding of the use of several media that support learning in online learning is one of the positive things in learning this time that is able to support online learning as it is today.

5. ACKNOWLEDGEMENT

6. AUTHORS' NOTE

The author states that in the authorship of this research there is no conflict regarding the publication of this article. And the author also confirms that there is no element of plagiarism in this article.

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